DOCUMENT RESUME

ED 048 226 SP 007 141

TITLE	Personal Typing. Curriculum I and S.31A.
INSTITUTION	Ontario Dept. of Education, Toronto.
PUB DATE	69
NOTE	5p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, *Intermediate Grades, *Secondary Education, *Seniors, *Typewriting

ABSTRACT

GRADES OR AGES: Intermediate and senior levels. SUBJECT MATTER: Personal typing. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has two sections: 1) Using the Typewriter, including a statement of objectives and a list of skills and language abilities needed; and 2) Suggestions, outlining desirable attitudes, methods, and materials. The guide is printed by letterpress and saddle stitched with a soft cover. OBJECTIVES AND ACTIVITIES: A list of seven objectives is included in the introductory material and expanded in the first section. Activities are included in both sections. INSTRUCTIONAL MATERIALS: A list of references and aids for teachers includes books, manuals, monographs, and journal articles, as well as audio-visual materials. STUDENT ASSESSMENT: The desired student achievement is described in the second section. (MBM)

ED048226

ONTARIO DEPARTMENT OF EDUCATION

CURRICULUM I and S.31A

PERSONAL TYPING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SP007141

1969

ED 048226

PERSONAL TYPING

The typewriter is becoming an increasingly important tool for communication. Those who use it well express their thoughts freely, directly, and often more legibly than when they write by hand.

Many small children now use typewriters in the early years of school as an integral part of their reading experience; with the introduction of computer terminals, young students talk to the computer through their fingers on a typewriter keyboard.

At the intermediate level, students are now encouraged to explore a wide range of experience, and to write themes and reports. Some of the students at the intermediate level, and most in the senior years, now have the opportunity to acquire the skills necessary for operation of a typewriter at an automatic level.

The following is an introductory program for students learning to use the typewriter as a personal medium of communication; it would be suitable at any level in the intermediate or senior divisions. *It is not intended to develop skills for vocational use* and cannot be considered as producing any standard level of achievement in students. It is a personal typing course and must be adapted to each student within the framework of the principles described here.

The outline in this publication has two sections. The first part, Using the Typewriter, contains a statement of objectives and a list of those areas of skill and language that are considered necessary for satisfactory personal use of the typewriter. The second part, Suggestions, outlines desirable attitudes, methods, and materials.

The teacher may adapt any of these suggestions to the ability and needs of his own students. Taped programs now can take care of the drills necessary for acquisition of a mechanical skill, and the teacher can concentrate on the needs of the individual pupil and on the over-all aims of the course.

The aims, which should be developed continuously and simultaneously, are two-fold: (1) to equip the student with correct typing techniques on which he can build a usable skill for his personal use, and (2) to help him learn to transpose his thoughts directly, using the typewriter. The latter objective involves many aspects of language arts as well as the utilization of typing skills.

Within the bounds suggested by these objectives, the teacher is encouraged to experiment: to look for newer and more effective methods and materials, and to use various audio-visual aids.

OBJECTIVES

Students should eventually be able to express their thoughts directly on paper without stumbling over the mechanics of either typing or language skills. Practice using the typewriter as an extension of thought processes can begin early in the course, often using material from other subject areas, but students will only achieve proficiency when they have mastered:

- a touch system at an automatic level for the entire keyboard
- skilful manipulation of the operative parts of the typewriter
- facility with the basic techniques involved in the effective use of the typewriter
- knowledge of the reading responses necessary to break words and numbers into natural typing units
- language skills such as spelling, sentence structure, capitalization, and hyphenation
- ability to proof-read their own typewritten material
- ability to use typing skill in other studies.

USING THE TYPEWRITER . . .

The following steps are suggested for systematic learning of the skills necessary for typing. Some overlapping of items in the two columns will be noted: this is intentional. Such items apply to development of both the mechanical and the language skills involved.

. . . AS A SKILL

Expert typing depends in large part on techniques. These steps are suggested to develop typing facility:

Complete coverage of the keyboard: including capitals, figures, signs, and punctuation marks, developed by the touch system

- The ultimate goal is accurate, controlled use of the machine with ease and speed. In the early stages of learning the skill, however, stress should be placed entirely on the development of correct techniques. This includes "snappy" key stroking with arched fingers, a minimum of motion, and the proper position of hands, arms, and body.

- It is suggested that in the first three or four months evaluation of student progress should be based largely on the development of correct techniques. *Considerable difference among students may be expected in the time necessary to develop these techniques.*

- Developmental exercises should be provided, as required, either for a whole class, or for the individual pupil, *and should continue throughout the year.*

Correct reading responses: for both words and numbers

Setting up paragraphs with single and double spacing: the tabulator for paragraph indention

Horizontal and vertical placement of simple material: use paper in a variety of sizes.

Centering techniques: headings, simple notices, cover page, programs, menus, announcements, invitations on a variety of paper sizes. Use practical applications from student experience.

Automatic level for number usage: requires repetitive practice. The numeral "0" occurs more often than any other number.

Tabulation techniques: relate to composition, reports, essays, main headings, sub headings, simple exercises of one, two and three columns, column headings.

Handwritten copy to be typed: setting up essays, school notes, book reports, research assignments, using basic manuscript setup, including simple enumeration. Even at this stage, the student should use materials from his other courses as much as possible.

Personal letters: envelopes to match

One basic business letter: semi-blocked style with standard (mixed or two-point) punctuation; envelopes to match

Alignment: removal and re-insertion of an incomplete typing assignment

Care of the typewriter as a piece of equipment: experience in ribbon changing will be useful to the student.

Duplication: the student may feel a need for experience in use of carbon paper, spirit or stencil copying techniques.

. . . AS A MEDIUM OF COMMUNICATION

Development of skill in using the typewriter as a means of communication should parallel the development of typing techniques. The following steps are suggested to develop competence in using the typewriter as a tool of communication:

Composing at the typewriter: start as soon as the student has acquired a familiarity with the keyboard. The development should be regular and continuous by such means as:

- Questions answered directly on the machine: begin with questions requiring a single word answer and expand through phrases to complete sentences. Work up to full paragraphs and rough drafts to be corrected and completed in final form.

- Spelling: a few words a day (teaching the fingers to spell)

- Word games

Capitalization: also punctuation, and word division

Paragraphing: single and double spacing, indentions

Centering and tabulation techniques: titles, headings, cover pages for notes and essays

Setting up material: students can practise with essays, school notes, book reports, research assignments, and simple bibliography, using basic manuscript setup, including simple enumeration.

Personal letters and envelopes to match: encourage students to compose personal letters directly on the typewriter.

Erasing: include squeezing and spreading. Erasing could be used on essays, school notes, and reports. Ink correction is suggested as a more desirable technique in early stages of learning.

SUGGESTIONS

MATERIALS AND METHODS

Materials and methods for effective learning will vary among groups of students and among individuals in a single classroom. In typing, as with any other subject involving skill, students learn better through frequent, short practice periods than through longer, widely spaced periods. Aside from this common denominator, however, there is a vast difference in the ways students learn. Since students learn in different ways, teachers should try to involve the senses of hearing, sight, and touch. At the outset of the course, for example, the teacher could suggest that the students look at the keys to fix their whereabouts firmly in mind, feel them, and *listen* to the sound of a key that is crisply struck. A common denominator with all students is the response to a teacher's enthusiasm and positive approach. Students choose typing because of a desire to learn: the teacher has only to sustain this zeal to integrate skills, attitudes, and knowledge.

One way to maintain enthusiasm is to keep students aware of the use they will make of what they are learning; this can be accomplished especially in early stages of learning by demonstrations of expert techniques.

If the student is constantly aware of how useful typing is going to be, he can probably sustain his desire to learn even through the repetitive drill that is necessary to learn a mechanical skill at automatic level. The teacher can also help by relating the drills as much as possible to the student's own interests and by allowing for individually selected goals.

Nevertheless, drills are important. Unison follow-through is necessary, for example, in order to master the techniques of carriage return, spacing, back-spacing, centering, and tabulation. Drills in the use of numbers should also be part of the daily practice period; concentration should centre on methods of reading numbers to establish easy and comfortable patterns. The regular use of a stop-watch is also effective in practice periods. A student's morale usually soars if he can achieve the desired goal, either accuracy or speed, even in a short spurt.

Teachers will find many audio-visual resources that will help with typing drills:

- Taped or recorded lesson material
- Music on records that will help students achieve a snappy key stroking
- Transparencies for overhead projections instead of chalkboard presentations
- Visual accuracy training programs for a tachistoscope; these programs are useful in helping students to learn correct reading responses for both alphabetic and numeric keys.

The following suggestions will supplement the word games mentioned on a previous page:

- The sudents could type as many words of a specified length as occurred to them from the letters in longer words such as "conversation" or "valentine".
- The teacher could dictate words and ask the students to type the corresponding negative (useful, useless) or the corresponding feminine form (father, mother). The same exercise could be used for homonyms, synonyms, plurals, and abbreviations. These word games could be expanded to include practice in setting up columns.
- Students could also arrange the words in a list in alphabetical order, or perhaps type out as many words as possible starting with a prefix (self), a suffix (ment), or containing the letter "x". Students might also suggest similar exercises for themselves; the main criterion is that they should be transcribing simple ideas onto paper without thinking about the process of typing.

STANDARDS OF ACHIEVEMENT

The student should gain enough skill to feel comfortable and confident in using the typewriter as a medium of expression. While he may not reach professional standards, he should achieve enough accuracy and speed to make the typewriter a practical means of expressing his ideas. If his skill has not reached this point, he will probably not use the typewriter and consequently lose whatever facility he has acquired.

ADAPTING TO CHANGE

Much research and experimentation has been done in the areas of teaching and learning typewriting. Teachers should keep abreast of developing techniques and methods and adapt these to suit the needs in their own classrooms.

The teaching of typewriting in the future will probably involve some kind of instructional record, tape, or magnetic card programmed so that the student may advance as rapidly as his capabilities and motivation allow. The increased use of programmed course materials with individualized teacher-pupil attention to the techniques of the skill gives teachers more possible approaches to the problem of individual responses in learning.

REFERENCES AND AIDS FOR TEACHERS

Methodology

BOOKS

Douglas, Lloyd V. *Teaching Business Subjects.* 28 p. 2nd ed. Toronto, Prentice-Hall, 1965

Eastern Business Teachers' Association. *Methods of Teaching Typewriting.* (Its 38th Yearbook) Somerville, N.J., Somerset Press, 1965

Lamb, Marion M. *Your First Year of Teaching Typewriting.* 2nd ed. Toronto, W. J. Gage, 1959

National Business Education Association. *New Media in Teaching Business Subjects.* (Its 1965 Yearbook) Washington, D.C.

Rahe, Harves. *Typewriting Research Index.* Toronto, McGraw-Hill, 1963

Russon, A. R. and Wanous, S. J. *Philosophy and Psychology of Teaching Typewriting.* Toronto, W. J. Gage, 1960

Tonne, H. A., Popham, E. L., and Freeman, M. H. *Methods of Teaching Business Subjects.* 3rd ed. New York, McGraw-Hill Book Company, 1965 (Chapters 9, 10, 11)

Winger, Fred R., Rowe, J. L., and Lloyd, A. C. *Gregg Typing Text-Kit.* Volumes I and II. New York, McGraw-Hill Book Company, 1965

MANUALS FOR TYPEWRITING TEXTBOOKS

Lessenberry, D. D., and others. Teacher's *Manual for 20th Century Typewriting.* 9th ed. Toronto, W. J. Gage, 1967

Lloyd, Alan C. *Gregg Typing 75.* First Course Teacher's Notes. Toronto, McGraw-Hill, 1965

Lloyd, Alan C., and others. *Instructor's Manual and Visual Key for Gregg Typewriting for Colleges.* 2nd ed. New York, McGraw-Hill, 1964

Rowe, John L., and others. *Teacher's Edition of Gregg Typing, 191 Series.* 2nd ed. Volume I (General Typing) and Volume II (Office Production Typing). New York, McGraw-Hill, 1967

Wanous, S. J. *Personal and Professional Typing Manual.* 3rd ed. Toronto, W. J. Gage, 1967

MONOGRAPHS

Practices and Preferences in Teaching Typewriting. Monograph 117. Toronto, W. J. Gage, 1967.

Psychological Principles of Teaching Typewriting. Monograph C573. Toronto, W. J. Gage.

PUBLICATIONS CONTAINING ARTICLES ON TYPEWRITING

Business Education Forum. National Business Education Association, Washington

Business Education World. McGraw-Hill Publication. Articles are indexed in Business Education Index and Education Index.

Balance Sheet. South-Western Publishing. Free upon request from W. J. Gage

Business Teacher. Gregg Division, McGraw-Hill Book. Free upon request.

Journal of Business Education. Educational Press Association of America. Articles indexed in Business Education Index and Education Index

Communications

Farmer, Geraldine M. *Word Division in the Canadian Business.* Toronto, W. J. Gage, 1967

Mayo, L. *Communication Handbook for Secretaries, A Guide to Effective Writing and Speaking.* Toronto, McGraw-Hill

Newman, D. M., and Newman, J. P. *Canadian Business Handbook.* 2nd ed. Toronto, McGraw-Hill, 1966. A standard Canadian reference.

Stewart, Marie M., Lanham, F. W., and Zimmer, K. *Business English and Communication.* Toronto, McGraw-Hill, 1967.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations.* 3rd ed., rev. Chicago, University of Chicago Press, 1967

Vrooman, Alan H. *Good Writing: An Informal Manual of Style.* New York, Athenium, 1967. Paperback

Audio-Visual

Film Strips for Typewriting Instruction on the Tachistoscope. EDL (McGraw-Hill)

Posters and Wallcharts. Toronto, McGraw-Hill

Transparencies for Overhead Projector for Teaching Typewriting. Toronto, McGraw-Hill

Typing Records

Taped Lesson Instruction for Typewriting. Toronto, McGraw-Hill

Taped Material for Skill Drives: Speed and Accuracy. Toronto, McGraw-Hill